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ABSTRACT

An outline is presented of the factors that had an impact upon the training of physical education teachers from 1960 to the present. The overview of each decade offers a listing of influences on teacher preparation in the areas of social changes and upheavals, the professional curriculum, and instructional methodology, as well as other broad changes in action or attitudes in the United States. Recommendations are made on meeting the greatest needs in professional preparation of physical education teachers in the future. (JD)

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"UNDERGRADUATE PROFESSIONAL PREPARATION IN PHYSICAL EDUCATION FROM 1960 TO THE PRESENT"

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THE 1960S: Undoubtedly a period where there was considerable social unrest; in higher education we were being criticized for the lack of academic rigor in our programs (Conant, et al.).*

a. Strongest Social Influences

- Aftermath of Sputnik
- Call for fitness for "Soft American"
- JFK's plans for America; LBJ's "Great Society"
- Civil Rights Movement
- Vietnam involvement
- Hippie Movement (a minority "opted out")
- Students prioritized values; eschewed materialism
- Carnegie Study states that teachers don't relate subjects to ongoing living

b. The Professional Curriculum

- Many undergraduate requirements opposed
- Beginnings of sub-disciplines (scientific base!)
- Many disciplinary models & names proposed
- Generalist concept challenged
- Cry for academic rigor often unheeded, since faculty members perhaps afraid to set high standards
- Beginnings of individualized, specialized programs

c. Instructional Methodology

- Effort made to improve laboratory experiences

- Token student involvement typically did not result in intelligent modifications; faculty still reticent about allowing basic student contributions
- Improved instructional materials (A-V, etc.)
- Larger lecture classes because of decreased funding
- Mosston's recommendations regarding teaching styles (from "command to discovery")

d. Other

- Student demand for input in decision-making

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* A paper presented to a joint session of the NASPE College and University Council and the History Academy, 100th Anniversary Convention of the American Alliance for Health, Physical Education, Recreation, and Dance, Atlanta, Georgia, April 20, 1985.

(Appreciation is expressed to the following members of the American Academy of Physical Education for their professional assistance in responding to a questionnaire about undergraduate professional preparation during the period from 1960-1985: Professors Anita Aldrich (Indiana), Ted Baumgartner (Georgia), Jan Broekhoff (Oregon), Charles Corbin (Arizona State), Marvin Eyler (Maryland), M. Dorothy Massey (Rhode Island), and George Sage (Northern Colorado).)

- Greater use of main frame computers
- Beginnings of subdisciplinary societies
- A variety of inputs into proposed disciplinary models
- Increasing demand for academic integrity begins to open rift between researchers/scholars & people involved with teacher training primarily
- Physical education faculty members judged by same standards as other disciplines
- Excesses in gate-receipt sports continue
- Assessment of joint arrangements with intercollegiate athletics units on campuses
- Spiralling costs of intercollegiate programs
- Many faculty unprepared for new standards of accountability (including research output)
- Faculty on campuses beginning to organize unions

THE 1970S: Aftermath of the 1960s; the Ph.D. glut; the job market generally; "stagflation"; financial cutbacks in education, etc.

a. Strongest Social Influences

- Lingering effect of Vietnam
- Adding of Watergate guilt to scene; increasing distrust of politicians
- Taxpayers' revolt against increasing burden
- Slowing down of economy (stagflation)
- Influence of oil cartel
- Carter's leadership style deplored by some; the Iranian hostage incident
- Concern about falling birthrate

- Women's Movement (role expectations of men and women tended to blend together
- Professionals began to break away from tradition in terms of dress, behavior, and educational values
- Continuing threat of legal suits against teachers
- Enforced busing for racial mix
- Affirmative action hiring
- Legislation regarding education of handicapped
- Promotion of idea of "competency-based curricula"
- Variety of analyses appearing about most notable improvements in U.S. undergraduate teaching (Change)

b. The Professional Curriculum

- Curriculum becomes more "scientifically" oriented; effect of physical fitness thrust
- Growth of opportunities for specialization (elective sequences or emerging tracks such as athletic training, fitness specialist, sport management, special physical education recommended as alternate careers
- Concern for a core program in physical education theory & practice (basic requirements)
- Sub-disciplinary areas continue to expand within departments (bio-science and social sciences & humanities)

c. Instructional Methodology

- More field work opportunities

- Independent course experiences
- Demand for teacher evaluation grows with possible improvement in instruction resulting
- Impact at several educational levels of Mosston's work on teaching styles
- Courses taught by specialists to greater exten
- Computer-assisted instruction (e.g., PLATO)
- The sport pedagogy thrust in Federal Republic of Germany with some later influence in U.S.A.

d. Other

- Merging of men's and women's departments by administrative fiat
- Title IX legislation (women in sport)
- Improvement shown re faculty professionalism; younger faculty definitely a "new breed"--but without a definite interest in the broad picture of developmental physical activity in the schools
- Increase in number of graduate students (few jobs!)
- Splintering of departmental faculty, all "doing their own thing"
- Changing departmental titles reflecting disciplinary emphases & continued growth of allied professions
- Concern for licensing & certification (action?)
- Job market grim in higher education; faculty faced with few opportunities to move except in highly specialized areas
- Opportunity for faculty grievances increases
- Pressure to "publish or perish" in PE too!

- Grant monies less available
- Re-tooling of faculty a definite concern
- Excesses in gate-receipt sports seem to increase
- Emergence of the "female jock"--a Catch 22 situation!

THE 1980S: Financial recovery of a sort; job market still tight in higher education, but shortages are predicted at other levels; federal government impact on education, research funding, etc.

a. Strongest Social Influences

- Conflicting world ideologies; how to combat spreading communism without invoking its methodology & techniques
- Worldwide communication via satellites
- Impact of Reagan's administration at high level; many people, including the young, like the leadership style ("proud to be American," etc.)
- Rise of fundamentalist religious phenomenon (TV)
- Urban population soaring in desirable parts of the country; other cities suffering and crime rates increase, thus enhancing the problems of cities
- Demographic surveys indicate increasing number of elderly in the nation
- Enormous increase in health care costs
- Federal government establishes Health Objectives, 1990 (for all five stages of life)
- Impact of high technology (e.g., computers, software) --the "Knowledge industry"

- Certain large industries suffering greatly; recovery of automobile industry
- Enrollment decline beginning to have an effect in many colleges & universities
- Funding from federal level for education decreasing
- Cost of education soaring at all levels
- Presidential Task Force on Education proclaims the prevalence of mediocrity in the secondary schools
- Continuing concern that "teacher can't teach"
- Demand for accountability at very high level
- Steady call for "back to basics" in education
- Concept of 'mastery teaching' is "catching on"
- Greater cooperation between the public schools and higher education
- Competition for top students
- Federal Government eases off on Title IX enforcement
- Less than one-third of the school population (10-17) receive daily physical education

b. <u>The Professional Curriculum</u>

- Concern for greater teacher effectiveness
- Continued expansion of non-teaching programs importance of job orientation; decline of liberal education
- Continued concern for improved standards (regular certification or voluntary accreditation?)
- Stressing of need for improved scholarship
- Need to eliminate superfluous courses

- How to generate increased revenue?
- Declining enrollment in professional curriculum
- Faculty positions being lost due to inadequate funds
- Intra-institutional research funding drying up

c. Instructional Methodology

- Larger lecture groups/combining of sections
- Need to somehow streamline learning experiences
- Introduction of microcomputer into curriculum
- Continued concern for teacher/coach effectiveness
- Continued re-tooling of faculty to improve level of instruction
- Some stress for education for "human fulfillment" with teacher as facilitator

d. Other

- Salary schedules still at low ebb at all levels
- Get the grants whether there is time to complete the research or not
- Creative "early semi-retirement" schemes are needed
- Faculty members often find outside means to increase sub-standard salary levels
- The environment is definitely too stressful
- Faculty subdisciplinary specialization increases in the large universities; in smaller institutions--perhaps because of heavy workloads--faculty members are still broadly based (i.e. less research and publication; heavier teaching/coaching loads)
- NASPE Task Force working on revision of NCATE

accreditation standards for undergraduate physical education teacher preparation

WHAT ARE OUR GREATEST NEEDS IN PROFESSIONAL PREPARATION?

a. Need to develop consensus about a disciplinary definition from which should evolve a more unified, much less fractionated curriculum. This implies a need to work for a greater balance among the bio-scientific aspects, the social-science & humanities aspects, and the "professional aspects" of our field.

b. Need to develop a sound body of retrievable knowledge in all phases of the profession's work. There is a concurrent need to implement the educational possibilities of a "competency approach" with the professional preparation curriculum.

c. Need to develop a variety of sound options for specialization within a unified curriculum (need for a 5th year of offerings?). Concurrently, there is a need to continue the placement of significant emphasis on curricula for alternate careers in keeping with the professional's goal of serving people of all ages and all abilities.

d. Need to develop a format whereby regular future planning between staff and students (possible establishment of an "advisory committee on the future").

e. Need to graduate competent, well-educated, fully professional physical educator/coaches who have sound personal philosophies and and professional ethics.

f. Need to seek recognition of our professional endeavors in public, semi-public, and private agency work through certification at the state level and voluntary accreditation at the national level.

g. Need to help control or lessen the impact of highly competitive athletics within the college and university structure so that a finer type of professional preparation program is fostered, and thereby the educational process will be strengthened.

h. Need to recognize the worth of intramural recreational sports in our programs, and to make every effort to encourage those administering these programs to maintain a professional identification with the National Association for Sport and Physical Education.

i. Need to continue the implementation of patterns of administrative control within educational institutions that are fully consonant with a desirable amount of individual freedom within the society.

j. Need to work for maintenance of collegiality among faculty members despite the inroads that have been made upon such a state due to financial problems in higher education causing difficult tenure decisions; faculty unionization; lesser concern for teaching and advisement duties; great pressure for publication and the obtaining of grants; and extensive sub-disciplinary and sub-professional splintering.

k. Need to develop an attitude that will permit us to "let go of obsolescence." Somehow we will have to learn to apply new knowledge creatively as we face often discouraging local, regional, national, and international problems.

l. Need to work to dispel any uneasiness or malaise present within our professional preparation programs in regard to the future of the profession. If we prepare our graduates to be certified and accredited professionals who willingly serve normal, accelerated, or special populations to implement in their lives the finest type of developmental physical activity in sport, exercise, and related

aesthetic experiences, we will undoubtedly bring about a service profession of the highest type within a reasonable period of time .